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tions should be sung—lively ones, to waken the class to the joy of energetic singing. A chorus needs this awakening more than any other class. Next, new music should be read. Finally, the lesson should be closed with familiar songs and one or two sung from memory while the music is being collected and put in place for the next class. A good marching song or some good popular song may be sung as the class is dismissed. Others of the school may join in and the whole building made to ring with the song as the pupils go to their various class rooms.

The less the leader has to say, the better, in all school work. The chorus class is no exception. Having the page and title of the selections on the board will do away with some talk on his part. Instead of announcing the page, the leader may simply point to the next on the board and proceed. He must of course make some comments on the music, but these should be reduced to the minimum.

Singing New Music

It is easy for the teacher to conduct the opening and closing parts of the lesson where the class is singing familiar music, for all the pupils do well if the selections fit the class and the occasion. The middle portion of the lesson, where new music is sung, will tax the ingenuity of the best teacher to bring out all the ability the class possesses. Teachers as a rule expect too little of their pupils. This is especially true of the chorus leader, and it shows particularly when the class sings new music. The pupils should learn that in all ensemble music, but especially when they are reading music for the first time, they are getting the best training, and that it is the individual effort of every member of the class doing team work of the finest and hardest kind that makes the chorus work perfect, that gives him the most good personally, and gives the other fellow a chance to make good also.

(To be concluded in our April issue.)

Music: An Essential.

Address delivered by Dr. Thomas E. Finegan, State Superintendent of Public Instruction, before the Music Section of the Pennsylvania State Education Association, Harrisburg, Pennsylvania, December 28, 1920.

(Editor's Note: Read, study, memorize, quote, and widely disseminate this splendid tribute to school music! P. W. D.)

I regard music as one of the most important subjects to be considered in the public school curriculum. For years I have had the feeling that I should like to be in a position where I could have some part in putting into effect a plan which would accord this subject the consideration in the school program to which it is entitled. The subject of music has had very little consideration in school programs and often, when it has been considered, it has been placed in the hands of incompetent teachers. I do not know of a subject which can be made a greater power in the development of the moral and intellectual faculties of a child than the subject of music. I believe music can also be made a great power in the development of proper discipline in a school.

I have no sympathy with the statement so often made that many pupils can not be taught to sing. There seems to be a general opinion that the ability to sing depends upon some natural power with which pupils generally are not endowed. I believe that *all* children are endowed with this power and that it is possible to teach any child to sing. If children do not sing there is a reason for it and the reason generally is that they have not been required to sing. I know whereof I speak in this matter, because of a personal experience. I entertained the notion that I could not sing and most people who now hear me when I try to sing tell me that it was no delusion of my childhood. However, I *can* sing. When the head of the department in music told me that I should not be graduated from an institution until I could sing the scale, I learned to sing it. I have every reason to believe that if I could be taught to sing any child can be taught.

Americans are a great singing people, but we should develop much greater ability along this line. The reason that we have not done so is due to the fact that the education of the children in the subject of music has been neglected. When music is given the same consideration in all the elementary schools of the country as the subjects of numbers, English, etc., we shall have a great nation of singers.

I propose to incorporate in the elementary syllabus for the schools of the Commonwealth of Pennsylvania a proper course in music which shall require that the subject be given its relative time in the curriculum. It shall be taught as regularly and as scientifically as any other subject; it shall be begun in the kindergarten and shall extend through the eight years of the elementary course and the four years of the High School Course.

We hear much these days about an overcrowded curriculum and there is some foundation for an accusation of this kind. However, the inclusion of music in the public school course will not overcrowd it. It may, on the other hand, be made the means of putting life and spirit into all the school work. It may be made an instrument by which nearly every child in school will go happily and enthusiastically to his other tasks because of the joy in his spirit developed through music. No additional burdens will be placed upon the children through its inclusion in the regular daily instruction, but, on the other hand, its incorporation in the public school course will lighten the burdens of every child.

I have said that we fail to appreciate the power and influence of music. A great writer has said, "I love music because of the things which it makes me forget and because of the things which it makes me remember." Our soldiers marched to the field of battle singing patriotic songs. I firmly believe that music may be made one of the great national powers in the Americanization work of which we hear so much. What an opportunity Pennsylvania affords us in this field of educational endeavor! What great musical talent there is in this state among those from foreign countries who have come to live with us! If we can only marshal this great latent power we can make it a potential factor in all our civic and patriotic work.

We have been fortunate enough to induce Doctor Hollis Dann of Cornell University to come to Pennsylvania and take up this work. He leaves a great institution, to which he is devoted and which offers him large opportunities, to come back to his native state. He does this because of the great interest which he has in music and because of his desire to organize and develop this work in a school system of a great state. I had no thought, in the beginning, of being able to obtain the services of so distinguished a worker in public school music as Doctor Dann, and I was indeed gratified when he consented to undertake the work.

Its success depends upon the attitude of the teachers in the public schools. I believe it is possible to train any intelligent young man or woman to teach the fundamental of this subject, and we shall therefore make it mandatory that each of the state normals shall include music in all their professional courses and that no person shall be graduated from one of these institutions who can not teach music to the children in the classroom.

I know that there are many superintendents in the state who are interested in the subject of music and who will cooperate with us. Only yesterday a superintendent told me how he had succeeded in bringing together the choirs of every church in his community—representing all the great divisions of religious faith—to sing as one body our great American patriotic songs.

Let us look ahead at what may be accomplished in the development of music within the next ten years. If we can make some progress in one year, we can make more in the second year, and ultimately we can succeed in giving to all children in the public schools of this great commonwealth the cultural influence that comes from the ability to sing.

them that the best things we had done (musically speaking) in the district this year, dated back to the week they were good enough to give me in St. Louis last year. Because I know superintendents like definiteness, I mentioned the band violin classes, the Seashore tests, and a revised plan for outside credit in high school. I did not offer this by way of argument. That was not necessary, but I wished to justify my going. I always add that I should not ask for expenses, if I was not certain the district would be better off eventually, for my going. I believe most boards will do the generous thing if the supervisors make them see that they feel a genuine need for the inspiration of the conference.

For Your Town Paper

Press clippings which may be used in your local paper to stir up general interest in music.

MUSIC IS ESSENTIAL SAYS PRESIDENT WILSON

He Declares Disparagement of Music as a Luxury and Non-Essential Does the Nation Injury

"The man who disparages music as a luxury and non-essential is doing the nation an injury. Music now, more than ever before, is a present national need. There is no better way to express patriotism than through music."

According to the New York World, these are the words of Woodrow Wilson, President of the United States, uttered during the war, but no less applicable in these after-war days. They are quoted at the top of the letterhead of Orlando Rouland, an artist of New York City, who with Mrs. Rouland, conceived the plan during the war of collecting thousands of musical instruments and forwarding them to service men in all parts of the world, and has just turned the work over to the Community Service.

Through an appeal in the World, readers who had instruments tucked away in attics or closets got them out and sent them to Mr. Rouland, and he forwarded them to the soldier or sailor boys. Then when the boys came back the readers of the World read of the comfort the wounded and maimed boys were getting out of the jews-harps and harmonicas, and more instruments came into the studio and were distributed to the hospitals.

All this was done with the minimum of expense. When packages were unwrapped, paper and twine were saved to be used again. The Ditson firm repaired instruments and boxed them for shipment. The express charges were prepaid by the givers, so that the total expense in New York City was under \$4.00.

The work is being continued by the Carry On Club, of New York City, where former service men have formed themselves into a band and are now able to play for dances at the club, thus doing away with the expense of hiring a band. They are also prepared to accept engagements and play at entertainments. More instruments are needed that other bands may be formed. The World readers are asked to send unused instruments for these men who have become disabled and maimed in service.

All instruments should be tagged with donor's name and address and sent to John A. Wilbur, national organizer of recreational work, Community Service, No. 25 West Forty-third street, New York City, express prepaid. The boys receiving the instruments will acknowledge them.

A thorough musician and teacher will be engaged for the proper distribution of these instruments, the better ones going to the men who can be taught to be professional musicians. Others will be taught to play in small bands for recreational work.

Since last fall, Mrs. Rouland reports, many instruments have been sent to the Newark Technical School, where much interest has been shown among the students and excellent results obtained by teachers. Instruments are also being